



May 19th, 9:00 AM

How to Succeed in Teaching Your Campus about Physical Accessibility Issues Without Really Trying

Rob Young
Guilford College, youngrc@guilford.edu

Follow this and additional works at: <https://digitalcommons.winthrop.edu/seahead>

 Part of the [Accessibility Commons](#)

Young, Rob, "How to Succeed in Teaching Your Campus about Physical Accessibility Issues Without Really Trying" (2017). *Southeast Regional AHEAD Conference*. 11.

<https://digitalcommons.winthrop.edu/seahead/2017/schedule/11>

This Event is brought to you for free and open access by the Conferences and Events at Digital Commons @ Winthrop University. It has been accepted for inclusion in Southeast Regional AHEAD Conference by an authorized administrator of Digital Commons @ Winthrop University. For more information, please contact bramed@winthrop.edu.

How to Succeed in Teaching Your Campus about Access Issues Without Really Trying

by: Rob Young

Brief

- How many of you have attempted to teach your campus about access issues? Were there any barriers?



The Accessibility Scavenger Hunt

Agenda

- Origin
- Objectives
- Outcomes
- Observations
- Opinions

Origin

- Developed by student organization NAU 4 All as an alternative to simulation exercises
- Organized to take the place of a proposed campus accessibility survey
- Intention was to highlight the barriers to accessibility that were occurring

Objectives

- Highlight areas of the campus where students encountered accessibility issues the most
- Teach students and faculty members about ableism and accessibility issues
- Foster a discussion about accessibility issues based on what was observed
- Brainstorm ideas on how to improve our support and representation of PWD's

Ingredients for the Hunt

- A physical campus (preferably one with access issues)
- A group of motivated and willing team leaders
- Phones (smart ones)
- A little creativity
- Post activity refreshments



The Setup

- Divide the participants into groups, each led by a team leader (pref a SWD) familiar with the access issues
- Each team has a list of tasks to do, some involve taking pictures, others involve accessing a certain area of campus, some involve solving riddles or finding a marker located in the area.
- The first team to complete the hunt got first dibs on all of the awesome food provided
- Afterwards there was a reflection led by NAU 4 All and faculty and staff

Example Questions

- You are in a nostalgic mood at the moment, and for some reason, you possess a desire to play telephone. Play a game of telephone, the code sentence is “Tiny Tim taught twenty-two teens to type texts”.
- Louie the Lumberjack is feeling a little lonely. Nothing that a FaceBook picture won't be able to cure. Take a group picture next to the Lumberjack statue and post it to the NAU 4 All FaceBook page.
- Go down to the student post office below the bookstore and retrieve an important package from Box # 934. Pretend that you are in a wheelchair.

Outcomes

- Activity was and continues to be provided to the NAU community, including students, faculty, staff, and community members
- Student/faculty representation has encompassed several departments including education, design, health sciences, sociology, and psychology
- Staff representation has included the President's office, facilities services, ADA/Title IX Compliance Office, Disability Resources, the MED, and more

Unintended Consequences

- Some of the teachers who attended were inspired to create their own version for their classes
- Facilities Services uses the activity as a way to help them purchase new furniture for the buildings and classrooms
- The President's Office approved a remodel of the bookstore to enable all students to have access to the post office
- It became a required training for the Multi Educational Department.



Observations

- “As an aspiring teacher, what surprised me was the leader’s insights on how important classroom.instructional design contributes to the “flow of information””
- “I loved getting to know my team leader one on one”
- “I never realized how horrible of an experience it was for people in wheelchairs to access the campus”

Observations

- Participants really seemed to enjoy having one on one access to the team leaders
- Having faculty was staff is helpful, especially since they can sometimes help redirect a student's line of questioning
- There are sometimes instances where students may view participants as objects of pity, use these instances as teaching opportunities

Conclusions

- SWD's and FWD's have the opportunity to serve as faces of accessibility
- Faculty/Staff receive valuable feedback from a population that often goes unrecognized
- Helped influence the university's strategic plan
- Provided an outlet for facilities services
- The project exceeded expectations as it influenced new construction and practices at NAU

Potential Barriers

- Some schools might not have a large enough campus to do the activity
- While money is not an issue here (aside from snacks) what many campuses might lack is time
- It can sometimes be difficult to find people who understand the Disability community as a socio/cultural group
- Support outside the realm of education and Disability Services can be an issue due to attitudinal barriers

Questions, thoughts about how you might proceed?

